

Rtl Process & Evaluation

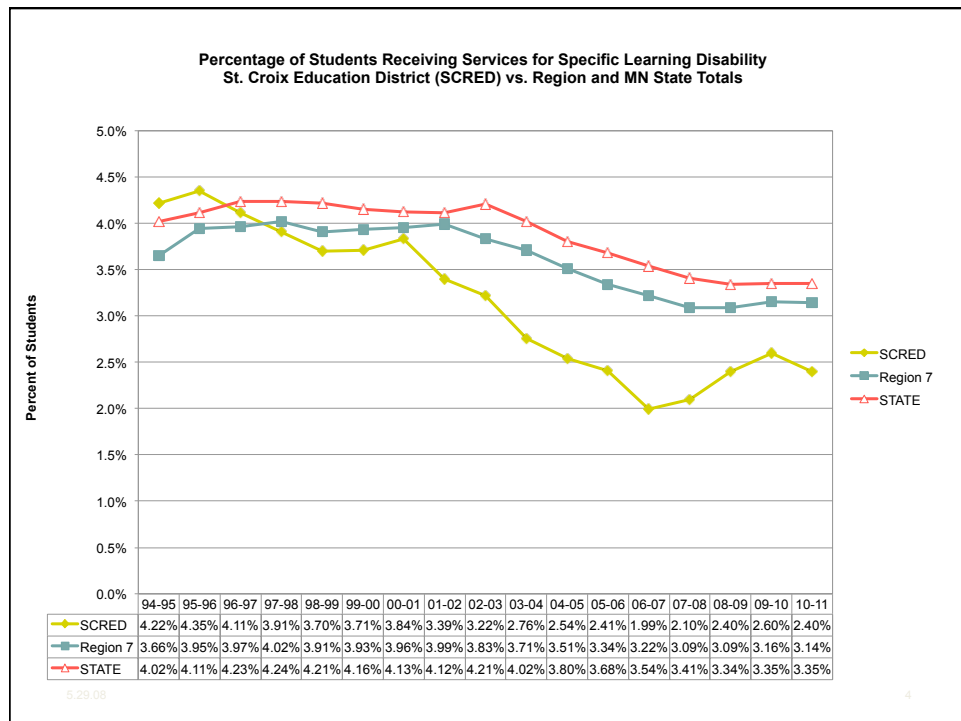
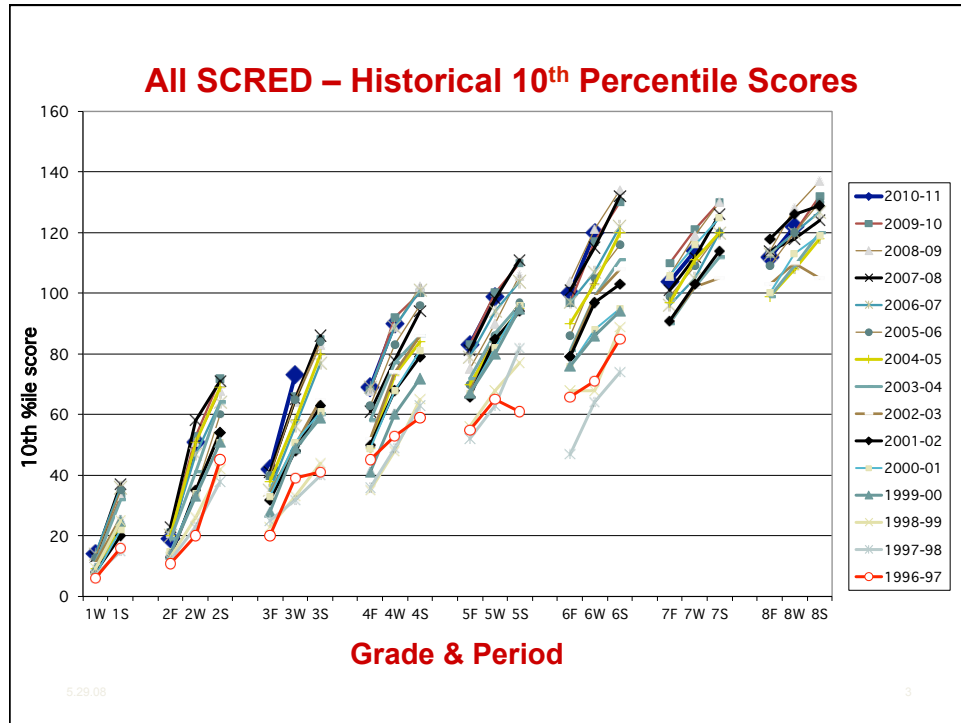
Virginia Beach, VA
7/13/2012 - 7/14/2012

St. Croix River Education District



- St. Croix River Education District has six member districts.
- Total population is approximately 11,500 students.
- Overall special education rate ranges from 7-11%.
- Number of students qualifying for F&RL varies from 18-55%.
- SCRED was the first district to pilot Curriculum Based Measures (CBM) in 1979 when they were being field-tested.
- Long history of over 30 years of data-based decision making.

MC



Process and Assessment

1. Where are we?
2. Where do we want to go?
3. How are we going to get there?

Types of Assessments

- 1) Outcome measures
- 2) RtI Implementation Survey
- 3) Grade Level Teams
- 4) Problem Solving Team Monitoring
- 5) Individual Case Reviews

Outcomes

- CBM (3-4x/year)
- NWEA MAP (2x/year)
- MCA (1x/year)

Performance Changes Across Norm Periods by School Type													
School Year : 2011-12					Test Kind : ORF					Norm Period 1 : Fall			
School Type : 05 High School					Subject : READ					Norm Period 2 : Winter			
School : [REDACTED]					Grades : 07, 08					Norm Period 3 : Spring			
(Optional) Senior High School													
School Type	Fall - Proficiency	Fall - Student Count	Fall - Student %		Winter - Student Count	Winter - Proficiency	Winter - Student Count	Winter - Student %		Spring - Student Count	Spring - Proficiency	Spring - Student Count	Spring - Student %
05 High School	Meets Standards	66	61%	M	36	Meets Standards	66	67%	M	65	Meets Standards	29	74%
				P	2				P	1			
				D					D				
	Partially Meets Standards	33	31%	M	9	Partially Meets Standards	29	29%	M	2	Partially Meets Standards	23	21%
				P	23				P	22			
				D					D				
	Does Not Meet Standards	9	8%	M		Does Not Meet Standards	4	4%	M		Does Not Meet Standards	5	5%
				P	4				P				
				D	4				D	4			

Questions:

How did they do overall?

Did they make progress over the course of the year?

What were some of the high points?

Where would you set priorities?

Why might these results look the way they do?

Rtl Implementation Status Checklist

- Conducted yearly
- Six sections
- Many similar products available
- Web-based survey software
- Advantages/Disadvantages

5. Please rate the following:							
	Not In Place	Limited Practice	Partially Implemented	Mostly Implemented	Well Established	Don't know	Rating Average
1. All parents are provided information regarding the RTI framework and what it means for them and their child.	25.0% (3)	8.3% (1)	33.3% (4)	8.3% (1)	0.0% (0)	25.0% (3)	2.75
2. Communication with families exists in a language or mode that is meaningful to them.	16.7% (2)	8.3% (1)	33.3% (4)	16.7% (2)	8.3% (1)	16.7% (2)	3.42
3. Parents are notified about their child's performance on school-wide assessments.	8.3% (1)	16.7% (2)	25.0% (3)	8.3% (1)	25.0% (3)	16.7% (2)	3.75
4. There is meaningful communication between families and staff about all students' strengths and needs, and additional collaboration when concerns are identified.	16.7% (2)	8.3% (1)	33.3% (4)	25.0% (3)	0.0% (0)	16.7% (2)	3.33
5. Parents are notified when their child begins a supplemental (tier 2 or 3) intervention.	0.0% (0)	16.7% (2)	25.0% (3)	8.3% (1)	25.0% (3)	25.0% (3)	3.67
6. Parents are provided with a description of assurances of what general education problem solving will provide (e.g., intervention plan, timelines, data to be collected, decision making rules).	0.0% (0)	41.7% (6)	8.3% (1)	16.7% (2)	8.3% (1)	25.0% (3)	3.17
7. Parent participation in the problem solving process is solicited.	16.7% (2)	33.3% (4)	16.7% (2)	8.3% (1)	0.0% (0)	25.0% (3)	2.67
8. Parents are provided with materials and training in the provision of curricular supports in the home setting when appropriate.	33.3% (4)	16.7% (2)	16.7% (2)	0.0% (0)	0.0% (0)	33.3% (4)	2.17
9. Parents of children who receive interventions at any tier are provided reports on their child's interventions, goals, and progress	16.7% (2)	25.0% (3)	8.3% (1)	8.3% (1)	8.3% (1)	33.3% (4)	2.67

Please refer to
handout.

Questions:

How are they doing overall?

What were some of the high points?

How does this relate to outcomes?

Where would you set priorities for improvement?

Section Averages:

	<u>Target School</u>	<u>Comparison</u>
Parental Involvement:	3.03	4.51
School Culture & Climate	3.38	5.12
Curriculum & Instruction	3.84	5.24
Measurement & Assessment	4.02	5.33
Collaborative Teams	3.31	5.19
Problem Solving Team	3.55	5.05

Grade Level Teams**ARE ESSENTIAL!***(It seems so obvious, NOW!)*

Grade Level Team Facilitator Role

- Attend all trainings and video conferences
 - Accessing and navigating within the online data warehouse (TIES), PM system (AIMSweb), and intervention documentation software (GenEd Forms).
 - Generating grade-level student data reports and individual student graphs.
 - Interpreting results
 - “Next steps” and/or interventions based on data
 - Other
- Facilitate grade-level team meetings
 - Prepare materials for monthly team meetings (either a *Benchmark* or *Progress Monitor Meeting*)
 - Facilitate meeting using provided agendas.
 - Ensure that all databases are current for students receiving interventions.
 - Send meetings notes to GLTF trainer.

Assessment of Grade Level Teams

- Indirect measures
 - Summary of Effective (SOE)
 - Documentation of interventions within database
 - Meeting Notes
 - Intervention Implementation Fidelity Checklists
- Direct measures
 - floridarti.usf.edu/resources/format/pdf/obs_checklist.pdf
 - Windram, Holly, Kerry Bollman, and Sara Johnson. *How RTI Works in Secondary Schools: Building a Framework for Success*. Bloomington, IN: Solution Tree, 2012. Print.
- Agendas & Meeting Documentation Examples
 - <http://www.scred.k12.mn.us/School/Index.cfm/go:site.Page/Page:196/index.html>



Grade Level Team Meeting Agenda
After Spring Benchmark Screening (May)

Purpose: Review Spring Benchmark Screening Data and Plan Instruction

☐ Review Spring GOM benchmark data and Spring MAP data as available

- Do the reports reflect the correct group of students?
- Is the color coding correct on the reports?
- Tier 1 and above should be green (At or above Tier 1 target)
- Tier 2 should be yellow (At or above Tier 2 target but below Tier 1 target)
- Tier 3 should be red (Below Tier 2 target)

☐ What percentage of students fall in Tier 1?

☐ What percentage of students fall in Tier 2?

☐ What percentage of students fall in Tier 3?

☐ What % of students in Tier 1 in the winter scored in the Tier 1 range in the spring?

☐ What % of students in Tier 1 in the winter scored in the Tier 2 range in the spring?

☐ What % of students in Tier 1 in the winter scored in the Tier 3 range in the spring?

☐ What % of students in Tier 2 in the winter scored in the Tier 1 range in the spring?

☐ What % of students in Tier 2 in the winter scored in the Tier 2 range in the spring?

☐ What % of students in Tier 2 in the winter scored in the Tier 3 range in the spring?

☐ What % of students in Tier 3 in the winter scored in the Tier 1 range in the spring?

☐ What % of students in Tier 3 in the winter scored in the Tier 2 range in the spring?

☐ What % of students in Tier 3 in the winter scored in the Tier 3 range in the spring?

☐ Review team progress toward year-end goal and celebrate!!!!

- Note that districts also have growth goals for students on MAP in addition to this team goal
- Consider the data found in Summary of Effectiveness Charts that state the number of students who stayed in Tier 1 from fall to spring, and the upward movement of students from tier 2 to tier 1 or tier 3 to tiers 2 or 1.
- Which students stayed in tier 2, tier 3, or slipped from tier 1 downward?
- Review growth on MAP by tiers – what percent of targeted growth did students in each tier make? What was the average growth percentage by tiers? How does this inform our work?
- Review MAP strand data to see areas of strength and weakness

Questions:

Overall, how did they do?

Did they make progress over the course of the year?

What were some of the high points? Low points?

Why might these results look the way they do?

If this was your outgoing class, what things would you consider doing differently?

If this was your incoming class, how would you address their needs?

Typical process:

1. All students below benchmarks are progress monitored.
2. Teams first review individual student data no later than October.
 - The student will be moved to a different intervention group.
 - The intervention will be changed for the entire group.
 - The student is exited from the intervention group.
 - The student will be referred to the problem solving team.
3. Progress monitoring data is reviewed on a monthly basis.

Background

1. Five-day training offered yearly
2. Five-step problem solving process
 - a) Problem Identification
 - b) Problem Analysis
 - c) Plan Development
 - d) Plan Implementation
 - e) Plan Evaluation
3. Documentation of the problem-solving process is required.
4. Teams typically meet on a weekly basis for 30-40 minutes.

“Typical Meeting”

- The team facilitator distributes the agenda – great agendas will include:
 - a. the student name and grade,
 - b. identified area of concern,
 - c. hypothesis statement
 - d. step in the problem-solving process to be completed that day, and
 - e. current intervention, when applicable.
- Team politely waits for the remaining members. (Offerings of pastry and candy are greatly appreciated at this time.)

- For New Referrals, team members volunteer or are assigned tasks. This may include:
 - ✓ Cumulative file review
 - ✓ Accessing test history in the data warehouse
 - ✓ Conducting classroom observations
 - ✓ Interviewing teacher(s) and student
 - ✓ Collecting work samples
 - ✓ Completing a curriculum- based assessment
- Team members are usually expected to bring their information to the next team meeting, but they may need additional time.

- Problem ID, Problem Analysis, and Plan Development typically occur during the same meeting. Team members bring and discuss the data, including:
 - ✓ Prioritizing the problem area
 - ✓ Writing a discrepancy statement in observable, measurable terms
 - ✓ Analyzing the data
 - ✓ Selecting a hypothesis for the cause of the problem
 - ✓ Selecting an intervention that addresses the cause of the problem
 - ✓ Writing a goal statement
 - ✓ Developing the intervention plan.
 - ✓ Seems easy enough! ☺

• Plan Implementation and Plan Evaluation also tend to occur during the same meeting, typically four weeks after the plan was implemented.

- ✓ Has the intervention been observed for fidelity?
- ✓ What is the progress monitoring data telling us, based on the chosen decision-making rule?
 - consecutive data point,
 - slope/trend analysis, and/or
 - level of performance
- ✓ If the student's response is minimal, is the intervention a mismatch with the hypothesis or is there another explanation?
 - the intervention lacked fidelity
 - sessions have been inconsistent,
 - sessions are too short,
 - materials are too difficult,
 - the intervention hasn't been given sufficient time, etc.

✓ What is the next step?

- Discontinue intervention – goal met
- Maintain or generalize current plan
- Select a new problem
- Select a new hypothesis for the same problem
- Retain current hypothesis, but modify the intervention plan.
- Refer to the Special Education team for an evaluation

Problem Solving Team Monitoring Form

- Used to provide feedback on team meetings and team functioning during that meeting and to identify trends over time.
- This monitoring form developed by my Kerry Bollman at SCRED,
- but others are available with a quick Google search.
- The form is completed at almost every problem-solving team meeting attended.
- Form provide an objective way in which to share feedback, less personal.
- Information typically shared with the meeting facilitator.

Problem Solving Team Effective Behaviors Monitoring Form					
Recorder: _____		Team: _____		Date: _____	
Today's meeting started on time.	YES	NO	The agenda for today was clearly communicated including goals and tasks.	YES	NO
All members were present and actively participated.	<input type="radio"/>	<input type="radio"/>	Facilitator or Note taker reports that paperwork is complete and up to date.	<input type="radio"/>	<input type="radio"/>
We got through our entire agenda.	<input type="radio"/>	<input type="radio"/>	Most of our meeting was spent developing specific solutions for students.	<input type="radio"/>	<input type="radio"/>
Homeroom teachers/primary interveners were present.	<input type="radio"/>	<input type="radio"/>	Communication with teachers and parents regarding decisions was planned.	<input type="radio"/>	<input type="radio"/>
SUB-TOTALS:					
STEP	HIGH QUALITY INDICATOR				
New Referral	Concrete plans made to collect needed information for problem ID (who, what, when)				
Problem Identification	A discrepancy statement has been made using objective and empirical data				
Problem Analysis	Converging evidence in support of discrepancy statement was identified				
	Discussion of how problem is affected by all domains (ICEL) as appropriate				
	Evidence that team collected data from multiple sources (RIOT) -- no obvious missing				
	Discussions related to multiple alterable http://www.scribd.com/doc/100000000/100000000 observed.				
	Evidence that team used data to determine skill vs. performance function of problem.				
	Evidence that team used data to differentiate between Daly's other 4 Hypotheses				
Plan Development	Discussions including specifics regarding student skills / needs are observed				
	A clear hypothesis was made that is supported by convergent data				
	Discussion of inalterable factors is minimized				
	A goal statement has been made				
Plan Implementation	The intervention is research based				
	The intervention appears sufficiently robust and connected to hypothesis				
	A clear implementation plan (script) is designed for the chosen intervention				
	A plan for monitoring progress using objective and empirical data was made				
Plan Evaluation	A plan to conduct an integrity observation was made				
	A solution to a problem with implementation integrity was found				
	A direct observation of intervention integrity was reviewed				
	Decisions were recorded about both intervention integrity and dosage				
Some quantitative data were reviewed -- even if in raw form					
A graph was reviewed by the team					
Decisions were made about the quality of match between problem and intervention					
Decisions were made about the effectiveness of the intervention					
Decisions were made about next steps for the student					
SUB-TOTAL			TOTAL		

A Few Lessons Learned*(the hard way)*

1. Weekly meetings are best. Twice monthly meetings are better than monthly meetings. Monthly meetings are better than none!
2. You really really need to have data at the meeting. Really.
3. A good agenda is crucial.
4. Attendance by the building's administrator can make or break the problem solving team meeting.
5. Stay focused!
6. Document, document, document

Hi Everyone,

This is a reminder that there will be a Problem Solving Team meeting on Monday after school.

The agenda is as follows:

- 1) Recap what was discussed/decided at last week's meeting (Regarding Damon and Kori)
- 2) Discuss Breanna (writing concerns)
- 3) If time, discuss progress on other students in the process.

Thanks, and hope to see you there!

Problem Solving Team Effective Behaviors Monitoring Form					
Recorder: <u>M. Chiao</u>		Team: _____		Date: <u>2/6/12</u>	
	YES	NO		YES	NO
Today's meeting started on time.	<input type="radio"/>	<input checked="" type="radio"/>	The agenda for today was clearly communicated including goals and tasks.	<input type="radio"/>	<input checked="" type="radio"/>
All members were present and actively participated.	<input type="radio"/>	<input checked="" type="radio"/>	Facilitator or Note taker reports that paperwork is complete and up to date.	<input type="radio"/>	<input checked="" type="radio"/>
We got through our entire agenda.	<input type="radio"/>	<input checked="" type="radio"/>	Most of our meeting was spent developing specific solutions for students.	<input type="radio"/>	<input checked="" type="radio"/>
Homeroom teachers/primary interveners were present.	<input checked="" type="radio"/>	<input type="radio"/>	Communication with teachers and parents regarding decisions was planned.	<input type="radio"/>	<input checked="" type="radio"/>
SUB-TOTALS:				<input type="radio"/>	<input type="radio"/>

STEP	HIGH QUALITY INDICATOR				
New Referral	Concrete plans made to collect needed information for problem ID (who, what, when)	<u>Damon</u>	<u>Ken</u>	<u>Brown</u>	
Problem Identification	A discrepancy statement has been made using objective and empirical data				
	Converging evidence in support of discrepancy statement was identified				
Problem Analysis	Discussion of how problem is affected by all domains (ICEL) as appropriate				
	Evidence that team collected data from multiple sources (RIOT) – no obvious missing				
	Discussions related to multiple alterable hypotheses across RIOT/ICEL is observed.				
	Evidence that team used data to determine skill vs performance function of problem.				
	Evidence that team used data to differentiate between Daly's other 4 Hypotheses				
	Discussions including specifics regarding student skills / needs are observed				
	A clear hypothesis was made that is supported by convergent data				
	Discussion of inalterable factors is minimized				
Plan Development	A goal statement has been made				
	The intervention is research based				
	The intervention appears sufficiently robust and connected to hypothesis				
	A clear implementation plan (script) is designed for the chosen intervention				
	A plan for monitoring progress using objective and empirical data was made				
	A plan to conduct an integrity observation was made				
Plan Implementation	A solution to a problem with implementation integrity was found				
Plan Evaluation	A direct observation of intervention integrity was reviewed				
	Decisions were recorded about both intervention integrity and dosage				
	Some quantitative data were reviewed – even if in raw form		✓		
	A graph was reviewed by the team			✓	
	Decisions were made about the quality of match between problem and intervention				
	Decisions were made about the effectiveness of the intervention				
	Decisions were made about next steps for the student	✓	✓		
SUB-TOTAL					
		TOTAL			

Case Review Protocol

- Fidelity to the problem-solving process is important to a successful Rtl initiative.
- The Case Review Protocol is used to document that the entire problem-solving process has been followed.
- Used to review the Grade Level Teams' and Problem Solving Teams' decision-making processes and problem-solving documentation completed for students referred for a special education evaluation in the area of SLD.

Response To Intervention Case Review Protocol

Student:	School:	Grade:
Standard	Intervention 1	Intervention 2
Problem Identification (C1)		
▪ An initial discrepancy was defined in observable measurable terms and was quantified.	▪	▪
▪ Documented Data from at least two sources converge to support the discrepancy statement.	▪	▪
▪ Student baseline data in the area of concern is collected using a measurement system with sufficient technical adequacy for ongoing frequent measurement, and includes a minimum of 3 data points with standardized procedures for assessment. Baseline data are graphed.	▪	▪
Problem Analysis (C2)		
▪ Data from a variety of sources (RIOT) and domains (ICEL) were collected to consider multiple hypotheses for the cause of the identified discrepancy. These data are documented.	▪	▪
▪ A single hypothesis for the cause of the discrepancy was selected. At least two pieces of data converge to support this hypothesis. At least one of these is quantitative.	▪	▪
Plan Development (C3)		
▪ A data-based goal was established that describes the learner, conditions (time and materials for responding), expected performance, and a goal date. The goal is indicated on a graph.	▪	▪
▪ The intervention selected meets federal definition of scientifically research-based intervention. The selected intervention directly addresses the specific identified problem and the hypothesis for the cause of the discrepancy.	▪	▪
▪ A written intervention plan was clearly defined that explicitly describes what will be done, where, when, how often, how long (per session), by whom, and with what resources. Portions of the intervention that are in replacement of and supplemental to the core curriculum are indicated	▪	▪

Saint Croix River Education District Problem Solving Case Review Protocol

▪ A written description of the progress-monitoring plan was completed and includes who will collect data, data collection methods, conditions for data collections, and schedule.	▪	▪
▪ A decision making rule was selected for use.	▪	▪
▪ A plan evaluation meeting was set for no more than 8 weeks after the plan is established.	▪	▪
Plan Implementation (C4)		
▪ A direct observation of the intervention was completed at least one time. Any discrepancies between the written plan and the intervention in action were noted and resolved. Observations continued until the intervention being delivered and the written intervention plan matched. Written documentation of each observation was made.	▪	▪
▪ Team documented agreement that the plan was carried out as intended.	▪	▪
▪ Team documented agreement that the student participated in the intervention as planned.	▪	▪
Plan Evaluation (C5)		
▪ Data were collected and graphed as stated in plan. The required number of data points were collected under the same intervention conditions after integrity was established.	▪	▪
▪ Team accurately determined and documented the level of student response to intervention on the plan evaluation form.	▪	▪
▪ Team decided to continue the plan unmodified, develop a modified plan, fade, or terminate the plan. Team documented this decision.	▪	▪
Referral for Entitlement Evaluation Decision Guidelines – (to be considered only when all other boxes indicate “YES”)		
A. After implementation of at least two scientifically research-based interventions, student's slope of growth continues to be below expectation. (See SCRED guidance for assistance with interpretation)		
B. After implementation of at least two scientifically research-based interventions, student's level of performance continues to be at the 5 th percentile or below compared to state or national norms. (Consider local in addition)		

Saint Croix River Education District Problem Solving Case Review Protocol

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